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Application for a Horace Mann School Charter

1998-99



Massachusetts Department of Education
Boston Office

address One Ashburton Place, Room 1403, Boston, MA 02108
telephone 617-727-0075 internet www.doe.mass.edu

CS. [signature]



Massachusetts Department of Education

This document was prepared by the Massachusetts Department of Education
Dr. David P. Driscoll, Commissioner of Education (Interim)

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The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 • (781) 388-3300 x118 • (781) 388-3392 Fax

David P. Driscoll

Commissioner of Education (Interim)

August, 1998

Dear Friends:

Thank you for your interest in applying for a public school charter. The Massachusetts Education Reform Act of 1993—a broad and sustained commitment to improving student learning—included among its provisions the creation of a small number of new independent public schools: charter schools. These schools are given the freedom to organize their activities around a core mission, curriculum, or teaching method, and they are allowed to set their own budgets as well as manage their own staff. In return for this freedom, a charter school must demonstrate good results within five years or lose its charter.

Last year, the legislature approved—and the Governor signed into law—a bill that, among other things, expanded the cap on charters from 25 to 50. Under this law, the Board of Education was given the ability to grant 12 additional "Commonwealth" charters and 13 new Horace Mann charters—district schools that convert to charter schools with the approval of the school committee and local teacher's union. In 1998, the Board of Education approved 8 Commonwealth charters and 5 Horace Mann charters. As a result, 5 new Commonwealth and 8 new Horace Mann charters remain available.

Applying for a charter is an exciting opportunity for parents, teachers, superintendents and others to join together to create new, innovative, and effective public schools from scratch—to turn dreams into reality. We are very excited about the expansion of this initiative, and we are committed to giving each application a fair and thorough review.

If you have any questions regarding this application or the review process, please contact Scott W. Hamilton, Associate Commissioner for Charter Schools, at (617) 727-0075.

By applying for a public school charter, you are making a significant contribution to the continuous improvement and renewal of our public schools. We look forward to receiving your application.

Sincerely,

A handwritten signature in black ink, appearing to read "David P. Driscoll", written over a large, stylized circular flourish.

David P. Driscoll

Commissioner of Education (Interim)

Application for a Horace Mann School Charter 1998-1999

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GENERAL INSTRUCTIONS

- Instructions** All submissions should be prepared on plain, standard-size paper that is suitable for reproduction. *Brevity and clarity are strongly encouraged.*
- Deadlines** The deadline for receipt of all materials is 5:00 PM on the due date indicated. Facsimiles will not be accepted, and any application received after this time will not be considered (even if postmarked before the due date). Applications should be mailed or hand-delivered to:
- Where to Send Applications**
- Massachusetts Department of Education
Charter School Office
One Ashburton Place, Room 1403
Boston, Massachusetts 02108
(617) 727-0075
- Important Dates**
- **October 2, 1998 - *Letter of Intent due.*** Instructions for this letter can be found on page 23 of this application.
 - **October 16, 1998 - *Prospectus due.*** A prospectus should be no longer than 10 pages (not including the cover, information sheet, and certification statement). Please submit one unbound copy and 10 bound/stapled copies.
 - **November 13, 1998 -** The Department of Education will notify all applicants whether or not they have been selected to submit a final application.
 - **December 11, 1998 - *Final Applications due.*** A final application may not exceed 50 pages, including attachments. Please submit 6 bound copies and 1 unbound copy, suitable for photocopying.

The Prospectus	Each Prospectus will be reviewed and evaluated by the Department of Education, based on the criteria listed in the application (page 9). By November 13, the Commissioner of Education will invite those applicants who substantially meet the criteria to submit a final application by December 11, 1998.
The Final Application	<p>The comprehensive final application submitted on December 11th will be reviewed and evaluated by the Department of Education and technical review panels it organizes, based on the criteria listed in the application on pages 15-16. A public hearing will be held on all charter applications. Interviews will be conducted with all applicants who are invited to submit final applications.</p> <p>Based on the information collected from this process, the Commissioner will make recommendations on the awarding of charters to the Board of Education.</p>
Templates	<p>Please note: Several templates and forms are provided in the Appendices. These must be submitted along with the prospectus and the final application. The templates are: Applicant Information Sheet (page 22); Certification Statement (page 24); and Projected Budget (pages 25 -26, <i>for the final application only</i>).</p>

The Application Process and Review Stages

Letter of Intent
(The Letter of Intent
template is attached.)

Letter of Intent is due October 2, 1998.

An applicant group's letter of intent (see page 23) is due on October 2, 1998. All interested charter school applicants are asked to notify the Board of Education of their intention to apply for a charter.

**The Prospectus is
Submitted to the
Board of Education**

Prospectus is due October 16, 1998.

The prospectus (no longer than 10 pages, excluding the cover, information sheet, and certification statement) is submitted to the Board of Education by October 16, 1998. It will describe the basic elements of the applicant's plan for establishing a Horace Mann charter school. A detailed description of what the Prospectus must contain can be found on pages 7-8.

A valid application for a Horace Mann charter school must have support from the local teacher's union and a majority of the local school committee. A certification statement with original signatures must accompany the prospectus. The certification statement is attached on page 24.

Prospectus Review

Review by the Department of Education

The prospectus will be reviewed and evaluated by the Department of Education against criteria described in the application on page 9.

**Applicant
Notification**

Applicants are invited to submit a final application on or about November 13, 1998.

The Commissioner of Education will invite those applicants whose prospectus substantially meets the criteria to submit a final application in December.

**Submitting the
Final Application**

Final Application is due December 11, 1998.

The final application will be reviewed by Department staff for completeness before being sent to reviewers.

Review of Final Applications

Review by the Department of Education

The final application will be reviewed and evaluated by the Department of Education against criteria described in the application on pages 15-16.

Review Panels (mid-December to mid-January)

The Department of Education will evaluate each application assisted by reviewers with organizational, business, and educational expertise, against criteria described in the application on pages 15-16.

Public Hearings (January)

The Department of Education will hold public hearings on Commonwealth and Horace Mann charter school applications. The date and location of these hearings will be announced.

Interviews (early January)

All applicants that have submitted final applications will be interviewed in person. These interviews will be conducted by Department of Education staff and will be based on the questions reviewers raised about an application.

Commissioner's Recommendation

Commissioner's Recommendation (February)

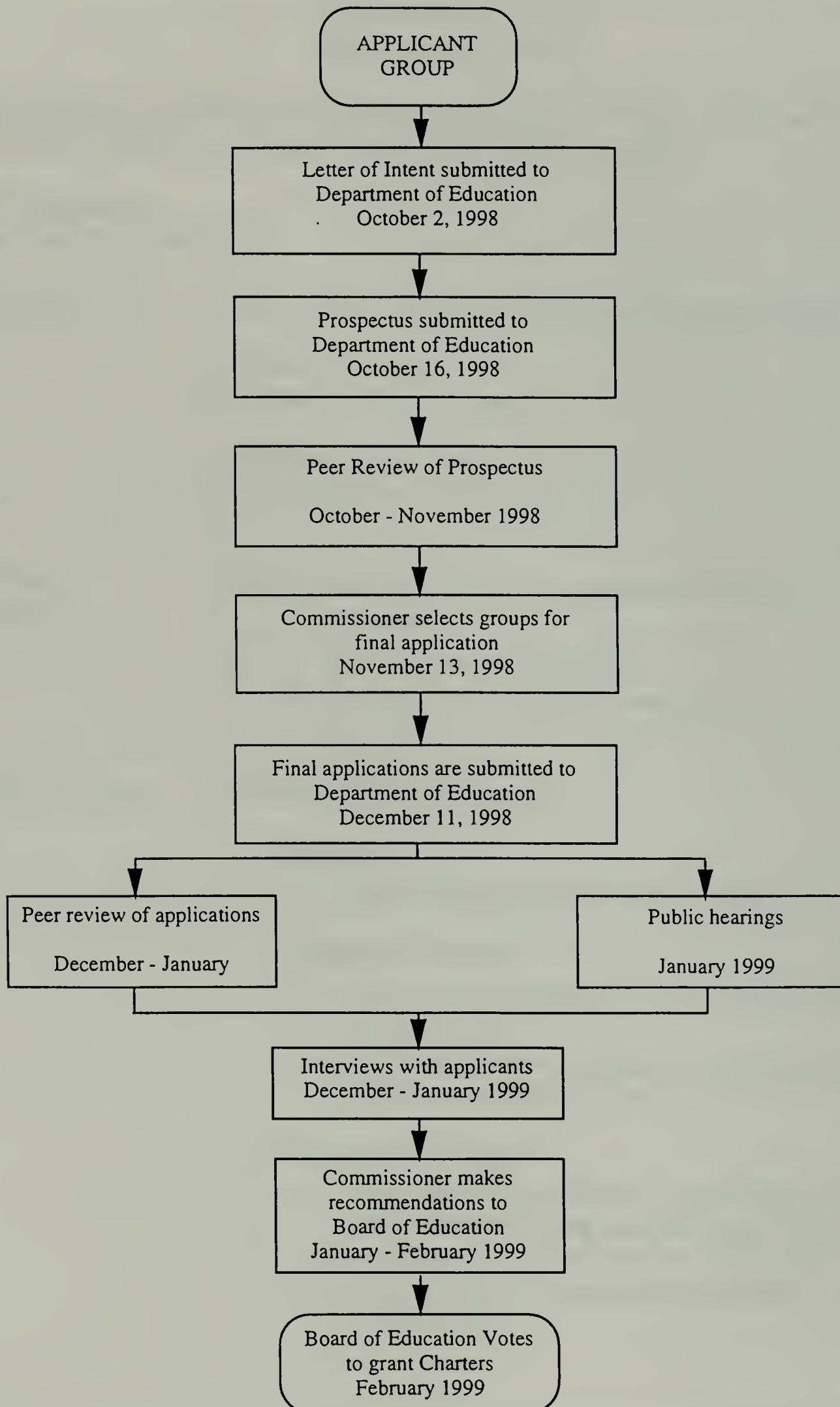
The Commissioner will review the results of this process and make recommendations to the Board of Education regarding the award of charters.

Board of Education Grants Charters

Board of Education Votes on Charters (February)

The Board of Education will vote to award charters. The Board will have the opportunity to place conditions on the charters it awards.

1998-99 Charter School Application and Review Process



HORACE MANN CHARTER PROSPECTUS

Due October 16, 1998

The Prospectus is limited to no more than 10 pages in length. Reviewers will evaluate the applications based on the criteria listed on page 9.

The Prospectus

What should be included?

The Basics

Cover Page (Name and Location of Proposed School)

Information Sheet

See attached form on page 22.

Certification Statement

See attached form on page 24.

I. Abstract (one page)

Please succinctly describe the proposed school's:

- Mission
- Educational philosophy
- Key goals and expected outcomes

II. Narrative (limited to 7 pages)

Please describe the following:

1. Mission

- What is the purpose of this school?

2. Statement of Need

- Why is this particular school needed in this community?
- Why is a charter necessary in order for this program to exist or succeed?

3. Educational Program

- What educational theory, expectations, school design, and teaching methodology will form the foundation of the educational program?
- What will be the major sources for the school's curriculum?

The Narrative
Continued

4. Accountability

- How will student academic performance be assessed?
- In the most concrete terms possible, please describe how the school will define, measure, and demonstrate success for both the students and the school itself?

5. Governance and Capacity

- How will this school be governed?
- Briefly explain how the founding group came together to form this school.
- Please summarize the experience, qualifications and skills of the founders and/or board members.

Prospectus Review Criteria

1. **Mission.** Reviewers will look at the degree to which the mission of the proposed school is clear, focused, free of jargon, and consistent with high academic standards.
2. **Statement of Need.** Reviewers will look for compelling reasons why the proposed school is needed in the proposed area of service. Reviewers also will look for evidence that there is sufficient demand for the educational program and that a similar program isn't already available to families in the area. Applications should describe why the program could not be implemented easily without a charter and/or other reasons why a charter is necessary in order for the proposed program to exist or succeed.
3. **Educational Program.** Reviewers will look for a program that is aligned with the school's mission and is in service of the academic progress of students. Reviewers also will look for a coherent program that is founded on an understanding of educational theory, pedagogy, teaching method, curriculum, and the core academic subjects.
4. **Accountability.** Reviewers will look for a genuine and competent commitment to accountability for results, including a concrete description of the credible and multiple means the school would use to demonstrate the academic progress of its students. The application should describe compelling objectives that are consistent with its mission and program, as well as with high academic standards.
5. **Governance & Capacity.** Reviewers will look for a practical governance model that is consistent with the school's mission and program, as well as with public accountability. Reviewers will look for a founding coalition with experience, expertise, qualifications, and/or resources necessary to implement the proposal.

HORACE MANN CHARTER FINAL APPLICATION

Due December 11, 1998

A final application is limited to no more than 50 pages in length. Reviewers will analyze the applications based on the criteria listed on pages 15-16. Several sections of the final application ask for the same or similar information as the prospectus — these sections may be revised or expanded as necessary.

The Final Application

What should be included?

The Basics **Cover Page** (Name and Location of Proposed School)

Information Sheet

See attached form on page 22.

Certification Statement

See attached form on page 24.

I. Abstract
(one page)

Please summarize the proposed school's:

- Mission
- Educational philosophy
- Most important goals and expected outcomes

II. Narrative
(limited to 17 pages)

1. Mission Statement

- What is the purpose of this school?

2. Statement of need

- Why is this particular school needed in this community?
- Why is a Horace Mann charter necessary in order for this program to exist or succeed?
- What evidence exists that there is a sufficient demand for the educational program you are proposing?

3. Educational program

- What educational theory will be the foundation of the program and how does it align with the school's mission?

Narrative
Continued

- What will be the design of the school in terms of:
 - (a) Pedagogy and teaching methods
 - (b) Curriculum design and sources of curriculum
 - (c) Organization of students and faculty
 - (d) School schedule and calendar
- How will student progress be assessed?
- How will students with special needs and those who cannot speak English proficiently be served in accordance with state and federal law?

4. Accountability

- To illustrate how the school will define, measure, and demonstrate success, list 3 to 5 clear and measurable student performance objectives as well as 3 to 5 clear and measurable school performance objectives.
- Clearly state how progress will be measured relative to each of these objectives.

5. School environment

- Please describe the culture or ethos you expect to create in your school.
- Please summarize the school's discipline policy or code of conduct (the unabridged policy can be part of your attachments).

6. Enrollment

- How many students will be enrolled each year over the five years of the charter?
- How will student applicants be recruited?
- Describe your enrollment process, including a plan for a lottery.

7. Leadership & Governance

- How will this school be governed?
- Who will be the school's leader, or how will a leader be selected?
- What criteria will be used to choose the school's leader?
- Summarize the job descriptions of the Board, school director, and other key personnel.

Narrative
continued

8. Capacity

- Briefly explain how the founding group came together to form this school.
- Summarize each founder's and/or board member's experience and qualifications.
- Please describe what role each person will play and why he or she has chosen to support the application.
- Please provide a list of organizations that may partner with your school (include accompanying letters of support in your attachments).

9. Facilities and Student Transportation

- Describe the viable options for a facility for this school.
- Why were these sites chosen?
- Describe the transportation services that the school will provide to eligible students.

10. A day in the life of a student (no more than 2 pages)

- Describe an entire day in the life of a student in this proposed school.

**III. Budget,
Financial
Management and
Human Resources**
(limited to 5 pages)

1. Budget

- Using the attached budget template (see pages 25 - 26), please describe the school's estimated costs and revenues.
- Please specify the total annual budget amount the charter school will receive from the local school district. Include when funds will be transferred to the charter school.
- What non-instructional services will continue to be provided by the local school district and at what cost?

2. Budget Narrative

- Briefly justify expense projections and show the calculations of each line item in the budget.
- Please explain who will manage the school's finances and what controls will be put in place.
- By what date must the school submit its annual budget request to the school committee?

3. Human resources

- Please indicate the number of faculty to be employed and provide a summary of the hiring criteria for the school's teachers and staff. How many will be current staff? New hires? Transfers?
- How will faculty and administrators be evaluated?
- What are the procedures in place regarding:
 - (a) Hiring, evaluating, transferring, promoting, and dismissing teachers?
 - (b) Hiring, evaluating, transferring, promoting, and dismissing non-teaching staff?
 - (c) Communication and coordination between the charter school and the district superintendent on items (a) and (b)?
- Summarize the provisions of the local collective bargaining agreement (including union work rules) and school committee work rules that will apply to this charter school. (The provisions of the applicable collective bargaining agreement and school committee work rules should be specified in your attachments).

IV. Action Plan (limited to two pages)

The applicant group's **Action Plan** should:

- Outline the strategy for getting the school open.
- Specify how responsibilities will be delegated and to whom.
- Provide a clear timeline from receipt of the charter to the opening or re-opening of school.

V. Attachments (limited to 25 pages)

All attachments should be numbered and clearly referred to in the text. Choice of attachments are up to the applicant, though they should be used to provide evidence, support a particular aspect of the application, or lend insight into the applicant group. Here are some examples.

- Letters of support from those organizations that will partner with the school;
- Student code of conduct;
- The specific provisions of the collective bargaining agreement and school committee work rules applicable to your school.

Final Application Review Criteria

1. **Mission.** Reviewers will look at the degree to which the mission of the proposed school is clear, focused, free of jargon, and consistent with high academic standards.
2. **Statement of Need.** Reviewers will look for compelling reasons why the proposed school is needed in the proposed area of service. Reviewers also will look for evidence that there is sufficient demand for the educational program and that a similar program isn't already available to families in the area. Applications should describe why the program could not be implemented easily without a charter and/or other reasons why a charter is necessary in order for the proposed program to exist or succeed.
3. **Educational Program.** Reviewers will look for a program that is aligned with the school's mission and is in service of the academic progress of students. Reviewers also will look for a coherent program that is founded on an understanding of educational theory, pedagogy, teaching method, and the core academic subjects. Applications should: identify curricular sources and assessment tools; describe adequate plans for serving students with special needs and those who cannot speak English proficiently; and display a competent, if not resourceful, use of time.
4. **Accountability.** Reviewers will look for a genuine and competent commitment to accountability for results, including a concrete description of the credible and multiple means the school would use to demonstrate the academic progress of its students. The application should describe compelling objectives that are consistent with its mission and program, as well as with high academic standards.
5. **School Environment.** Reviewers will look for descriptions of a school ethos and discipline policy that are consistent with the school's mission and program, as well as with high expectations of students.
6. **Enrollment.** Reviewers will look at the degree to which the proposed enrollment and growth of the school is sensible and consistent with its mission and program. Reviewers also will look for a description of an aggressive and nondiscriminatory recruitment strategy to attract a broad array of students. A proposed enrollment process should be open, fair, and consistent with the public interest.

7. Leadership & Governance. Reviewers will look for a practical governance model that is consistent with the school's mission and program, as well as with public accountability. Reviewers also will look for evidence that the school leader will be able to provide adequate leadership for the new school or that the Board has established adequate criteria for the evaluation of such a leader. The application should provide a reasonable delineation of the respective roles and responsibilities of the school leader, Board, superintendent and other personnel.

8. Capacity. Reviewers will look for a founding coalition with experience, expertise, qualifications, and/or resources necessary to implement the proposal. Reviewers also will look at the degree to which the school will receive appropriate assistance and support from other individuals, groups, businesses, or institutions.

9. Facilities & Transportation. Reviewers will look for evidence that the applicant group has realistic, viable options for an adequate school facility in the proposed area of service. Reviewers also will look at the degree to which the proposed transportation services are consistent with the mission and program of the school, as well as with the public interest.

10. A Day in the Life of a Student. Reviewers will look for a description that is consistent with all parts of the proposal and with high academic standards. This description should present a coherent, compelling vision of the school's educational program and should display practical knowledge of the operation of a school.

11. Budget, Fiscal Management, & Human Resources. Reviewers will look for a budget that is fair and consistent with all parts of the proposal. They also will look at the degree to which the budget demonstrates knowledge of the practical matters that attend the operation of a school, as well as the degree to which the budget narrative is based on sound reasoning. The school's staffing plan, hiring criteria, evaluation procedures, and collective bargaining provisions should be sensible and consistent with the school's program.

12. Action Plan. Reviewers will look for a realistic strategy and timeline for the successful launch of the school. Reviewers also will look at the degree to which the action plan is specific and consistent with the proposal's objectives.

QUESTIONS & ANSWERS

Q. What is a Horace Mann charter school?

A. A former district public school or part of a public school that operates under a five-year charter approved by the local school committee, the local teacher's union president and the Board of Education. To the extent provided by the terms of their charters, Horace Mann charter schools may be exempt from local collective bargaining agreements, provided that employees of the school will remain members of the local collective bargaining unit, continue to accrue seniority, and will receive, at minimum, the salary and benefits established by the local collective bargaining agreement.

Q. What is a Commonwealth charter school?

A. A public school that operates independent of any school committee under a five-year charter granted by the Board of Education. It is started by parents, teachers, non-profit organizations, or community leaders. It has the freedom to organize around a core mission, curriculum, theme, or teaching method, and is allowed to control its own budgets, hire (and fire) teachers and staff. In return for this freedom, a charter school must attract students and produce results within five years or have its charter revoked.

Q. How are Horace Mann charter schools funded?

A. Funding for a Horace Mann charter school comes directly from the school district in which the school is located. An application for a Horace Mann school will specify a total budget allocation the school committee has approved for the school in its first year. Each year thereafter, the Board of Trustees of a Horace Mann school will submit a budget request for the following fiscal year to the superintendent. Under the law, a Horace Mann charter school cannot receive less than it would have under the district's standard budgetary allocation rules. A school may appeal a disproportionately small budget allocation to the Commissioner of Education. Depending on the terms of its charter, a Horace Mann school may receive its share of federal and state program funds from the district or it will be eligible to receive the funds directly.

Q. How are Commonwealth charter schools funded?

A. For each child a Commonwealth charter school enrolls, it receives a sum from the state equal to the average cost per student in the school district in which that child resides¹. The state then deducts the same amount from the sending district's state aid account. (School districts, however, receive additional state

¹ If the district where a student lives (i.e., sending community) spends below its so-called "foundation budget," the payment to the charter school will equal the sending community's average cost per student. If the sending community spends above its foundation budget, the tuition payment will equal the average cost per student in either the community in which the charter school is located or the community where the student lives, whichever is less.

funds in order to partially or fully “reimburse” them for losses to charter schools.) Like other public schools, Commonwealth charter schools are eligible to receive federal and state program funds.

Q. If we miss the October deadline for the prospectus, can we still submit a final application in December?

A. No. Only those applications submitted by the October 16th deadline that pass muster will be invited by the Commissioner of Education to submit a final application in December.

Q. Who will review and evaluate charter school applications?

A. Each charter school application will be reviewed by staff of the Department of Education, as well as technical review panels with education, business, and organizational expertise. The role of reviewers is advisory only. The Commissioner of Education will make final recommendations for the Board regarding the award of charters.

Q. Will the Board of Education give preference to certain kinds of applications?

A. The Board of Education will give preference to applications showing the greatest probability of creating public schools of the highest standard. The Board of Education also may give preference to applications for schools located in low-performing districts. Under the law, the Board may also give preference to applications that have broad community support, propose an innovative educational plan, or evince a commitment to assisting the district in which it is located bring about educational change.

Q. What role do reviewers play in the application process?

A. The role of reviewers is solely advisory. Teams of reviewers — current and former teachers, researchers, charter school founders, Department of Education staff and school, business and public policy leaders — evaluate the applications against the standard criteria (pages 15-16). The questions and deficiencies raised by review teams regarding applications are recorded and serve as the basis of the applicant group interviews with the Department.

Q. How much weight will be given to written comments from superintendents and testimony at public hearings?

A. All public comment, including written comment from superintendents, will be considered in the review process. Written opposition alone, however, is not reasonable grounds for denial of a charter. Any substantial issues raised that demonstrate deficiencies in a specific application as measured against the standard criteria will be taken into account and raised during the applicant group’s interview.

Q. Do charter schools serve students with special needs?

A. Yes. Charter schools may not discriminate on the basis of mental or physical disability, special need, or academic achievement, and charter schools must comply with the same state and federal laws regarding the provision of special education services that apply to other public schools. The fiscal responsibility for any special needs student requiring a private day or residential school, however, remains with the school district where the student resides.

Q. Are laws and regulations waived for charter schools?

A. Charter schools must follow the same state standards, take the same state tests, and abide by virtually all the same laws and regulations as other public schools. Commonwealth charter schools operate without the constraints of local school district rules and collective bargaining agreements. Horace Mann schools, depending on the terms of their charters, may also be free from some local school district rules and some provisions of the local collective bargaining agreement and regulations. Like other public schools, charter schools may request waivers from certain regulations, for good cause.

Q. Who may apply for a charter?

A. Anyone or any entity may apply for a public school charter, except for-profit companies and private schools. A Horace Mann application must have the approval of the local teacher's union and the school committee to be valid.

Q. How do we know if our proposed charter school should be a "regional" charter school?

A. If the school is intended to enroll students from a number of cities or towns, or would be located in a small and/or rural town, applying for regional status is appropriate. A charter school whose charter designates it regional is authorized to serve — and give preference in enrollment to students residing within — a region made up of more than one municipality. In applying for a regional Horace Mann charter, applicants should specify the districts that make up the region to be served and provide evidence that the school committees and local teacher unions of those districts have approved the application and the funding mechanism.

Q. May we give our applicants an entrance exam?

A. No. State law prohibits a charter school from discriminating in its enrollment process on the basis of academic achievement. Schools may create eligibility thresholds for enrollment that are consistent with their areas of focus or grade levels, but a school's methods for determining eligibility for enrollment — including meetings, interviews, and recommendations — cannot be designed, intended, or used to discriminate on the basis of a child's knowledge or skills. For instance, a charter high school may deny admission to students who have not completed the 8th grade, but it cannot deny admission to students on the basis of their inability to do 8th-grade level work. Diagnostic exams may be given once the students have been enrolled.

Q. Will charter recipients be given start-up funding?

A. The Department of Education cannot guarantee that charter recipients will receive start-up funding. In past years, charter recipients have received modest start-up funds from the federal government's charter school grant program. The availability of future start-up funding is contingent upon continued support from this program, or new state appropriations. A number of charter schools have also received start-up funding from non-governmental sources.

Q. Is there any limit to the number of charter schools that can be established in a given city or town?

A. There is no limit on the number of Horace Mann schools that can be established in a given city or town. There is, however, a limit on how much of a school district's budget can go to Commonwealth charter schools. Under the law, no school district's total charter school tuition payment to Commonwealth charter schools can exceed 6 percent of said district's net school spending. Currently several districts are at or approaching their cap for charter tuition spending.

Q. By what point in the application process should an applicant secure a facility?

A. Applicants should identify at least one facility for which a lease or purchase agreement has been explored. Applicants who enter into lease or purchase agreements in advance of receiving a charter from the Board of Education do so at their own risk.

Q. On what grounds may a charter application be denied?

A. Applications that are submitted after the deadline or are incomplete will be immediately rejected. Applications that do not meet the criteria listed in the application on pages 15-16 will be denied. Examples of elements that would constitute failure as measured against these criteria: vague, muddled, or jargon-filled applications; discriminatory procedures or intentions; weak or scant evidence that there is demand for the school; lack of commitment to accountability; a school design or education program that is commonplace; founders without the necessary experience, resources, or wherewithal to start a school; and, weak or scant evidence that a charter is needed in order for the program to exist or succeed.

Q. Can the Board of Education's decisions on charter applications be appealed?

A. No. A decision of the Board of Education on a charter application is final. The application process leading up to the Board's decision has been designed to afford applicants and others opportunities to clarify misunderstandings related to an application or to make the case for — or against — the award of a charter. Applicants who are not awarded a charter in 1999 may reapply the following year.

Q. What do the new state curriculum frameworks and state tests mean for charter schools?

A. All public schools, including charter schools, must administer the new Massachusetts Comprehensive Assessment System tests, which will be based on the curriculum frameworks adopted by the Board of Education. Charter schools must also administer any other assessment the Board may require.

Q. Are for-profit companies allowed to manage charter schools?

A. Yes. Although for-profit education management companies cannot apply directly for a charter, state law explicitly allows charter school Boards of Trustees to procure education management services from non-profit and for-profit entities. The Commissioner of Education must approve all such contracts for education management. Currently, nine charter schools in Massachusetts have contracted with for-profit education management companies. If any application for a charter proposes a school that would be managed by a non-profit or for-profit contractor should describe why the particular entity was selected and what due diligence the applicant group has performed on said entity.

Q. How many charters will be awarded in February?

A. State law currently provides for 5 additional Commonwealth charters and 8 Horace Mann charters. The Board of Education will award only as many charters as there are applications that merit them.

Q. Are preferences given to applications for schools that plan to start their school year in September 1999?

A. No. Starting or redesigning a school is a tremendous undertaking and an extraordinary opportunity. Experience has shown that taking time to carefully develop a school's design, establish academic standards, create policies, and recruit staff, well in advance of the demands that ensue once a school is up and running, can be a tremendous advantage.

I. Horace Mann Charter Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

(Please Type)

Name of Proposed Charter School _____

School Address (if known) _____

School Location (City/Town) _____

Name of Group Applying for the Charter _____

Contact Person _____

Address _____

City _____ State _____ Zip _____

Daytime Tel: (_____) _____ Fax: (_____) _____

E-mail: _____

The proposed school will open in the fall of school year: ☐ 1999-00 ☐ 2000-01

School Year	Grade Levels	Total Student Enrollment
First Year		
Second Year		
Third Year		
Fourth Year		
Fifth Year		

Will this school be a Regional Charter School? ☐ Yes ☐ No

School Districts from which students are expected to come (use additional sheets if necessary):

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

II. Letter of Intent to Apply for a Public School Charter

Applicant groups are required to send a letter of intent to the Department of Education by **October 2, 1998**. The letter of intent, which should not exceed two pages, can be mailed to:

Commissioner of Education
Massachusetts Department of Education
Charter School Office
One Ashburton Place, Room 1403
Boston, Massachusetts 02108

The letter of intent must include the following:

1. Sender's name, full address, daytime telephone and fax number (and e-mail if available);
2. The name of the proposed school;
3. Location of the school (city, town or region);
4. Grade levels to be served;
5. Whether the application will be for a Horace Mann or Commonwealth Charter School;
6. Type of applicant group (e.g., parents, teachers, school district, non-profit organization); and a one-paragraph description of the kind of school to be chartered (e.g., Core Knowledge, Accelerated Schools, Montessori, Coalition of Essential Schools, a New American Schools' design, Marva Collins, Paideia, Waldorf, Two-way bilingual, Project-based learning, Arts-, Math- or Science-focused).

III. Horace Mann Charter School Certification Statement

Proposed Charter School Name _____

School's Current Name
(if different from above) _____

School Address _____ City/Town _____

I hereby certify that this application has received approval from a majority of the school committee and from the local teacher's union in the district in which this Horace Mann Charter School would be located. The information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed charter school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

I.
Signature _____ Date _____
School Committee Chairperson

Print/Type Name _____

Address _____

City _____ State _____ Zip _____

Daytime Telephone _____ Fax _____

II.
Signature _____ Date _____
President, Local Teacher's Union

Print/Type Name _____

Address _____

City _____ State _____ Zip _____

Daytime Telephone _____ Fax _____

Charter School: _____

Start-up Phase From approval to opening Fiscal Year _____ Fiscal Year _____ Fiscal Year _____

I. Revenues					
Tuition					
State Grants					
Private Funds					
Other (Explain)					
Total Revenues					
II. Expenditures					
Professional Salaries					
Director/Headmaster					
Supervisors					
Teachers (FT)					
Teachers (PT)					
Payroll Taxes					
Benefits					
Total Professional Salaries					
Administrative Staff					
Clerical					
Custodial					
Consultants					
Other (Admin. Staff)					
Total Administrative Staff					
Facility					
Rent					
Mortgage					
Renovation/Construction					
Debt Service					
Utilities					
Total Facility					

Note: Massachusetts charter schools operate on the State's Fiscal Year cycle starting July 1st and ending June 30th.

Charter School: _____

Start-up Phase
From approval to opening

Fiscal Year _____

Fiscal Year _____

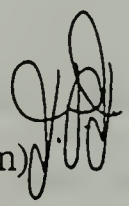
Fiscal Year _____

Materials/Supplies					
Textbooks					
Instructional Equipment					
Office/Classroom Technology					
Library					
Office Furniture					
Classroom Furniture					
Other Equipment					
Total Materials/Supplies					
Other Costs					
Contracted Services					
Business Services					
Insurance					
Marketing/Development					
Staff Development/Training					
Transportation					
Food Service					
Total Other Costs					
Other Start-up Costs Only					
Curriculum Development					
Printing and Copying					
Student and Staff Recruitment					
Travel/Transportation					
Telephone/Fax/Postage					
Consultants					
Total Start-up Costs					
Total Revenues					
Total Expenditures					
Balance					

V. Horace Mann Technical Advisory

Charter Schools Technical Advisory 98-2

TO: Superintendents and Charter School Leaders

FROM: David P. Driscoll, Commissioner of Education (Interim) 

DATE: August 7, 1998

SUBJECT: Horace Mann Charter Schools

The purpose of this technical advisory is to interpret, clarify, and provide guidance on the application of the charter school statute (M.G. L. c. 71, §89) and the charter school regulations (603 CMR 1.00) to Horace Mann charter schools.

Introduction

Horace Mann charter schools were authorized by a July, 1997, revision of the charter school statute (M.G.L. c. 71, § 89). This new type of charter school is defined in the statute as follows:

A Horace Mann charter school shall be a public school or part of a public school operated under a charter approved by the local school committee in which the school is located and by the local collective bargaining agent; provided, however, that all charters shall be granted by the board of education. Horace Mann charter schools shall be operated and managed by a board of trustees independent of the school committees which approve said schools.

The regulations on charter schools (603 CMR 1.00) similarly offer the following definition of Horace Mann charter schools:

A Horace Mann charter school shall be a public school or part of a public school that operates under a charter approved by the local school committee and the local teachers' union and granted by the Board of Education. To the extent provided by the terms of their charters, Horace Mann charter schools may be exempt from local collective bargaining agreements, provided that employees of the school will continue:

- (a) To be members of the local collective bargaining unit;
- (b) To accrue seniority; and,
- (c) To receive, at minimum, the salary and benefits established by the local collective bargaining agreement. Employees will be exempt from all union and school committee work rules to the extent provided by their charter.

Operating funds for a Horace Mann charter school come directly from the school district in which the school is located. (Horace Mann charter schools are eligible for state and federal start-up grants.) An application for a Horace Mann school will specify a total budget allocation the school committee has approved for the school. Each year thereafter, the Board of Trustees of a Horace Mann school will submit a budget request for the following fiscal year to the superintendent.

Under the law, a Horace Mann charter school's budget allocation shall be consistent with the allocation to other public schools in the district. A school may appeal a disproportionate budget

allocation to the Commissioner of Education, who, according to the law, “shall determine an equitable funding level for the school and shall require the school committee to provide such funding.” (G.L. c. 71, § 89(x))

The charter school statute makes few distinctions between Horace Mann charter schools and Commonwealth charter schools. For Horace Mann schools, however, the statute stipulates the following:

- The school committee and local union must approve a charter application;
- Teachers must continue to be members of the union;
- The school committee of the school district in which the school is located shall remain the employer for collective bargaining purposes under chapter 150E (the state law regarding public employee labor relations);
- The minimum salary and benefit requirements as stipulated in the district’s collective bargaining agreement must apply;
- All union and school committee work rules apply to the extent specified in the charter;
- The school’s funding must be appropriated by district at a level that is consistent with the allocation to other schools in the district;
- A school must give enrollment preference to students actually enrolled in said school on the date the charter application was filed, their siblings, and then to other students enrolled in the public schools of the district where the school is located;
- The school committee and local union must approve a charter renewal application; and,
- The school committee must develop a plan to disseminate innovative practices of said charter school to other public schools within the district.

The local school committee has responsibility for evaluating and disseminating innovative practices of a Horace Mann charter school. The Board of Education has responsibility for oversight and evaluation of the performance of a Horace Mann charter school. Under law and regulations, these schools must develop an accountability plan, file annual reports and independent financial audits with the state, and be subject to the same evaluation process as Commonwealth charter schools. A Horace Mann charter school should also send copies of annual reports, audits, and evaluations to the local school committee.

Except for the approval of its annual budget, the operation of a Horace Mann charter should be independent of the local school committee. There are, however, several situations in which the collective bargaining agreement or state law may require the superintendent, rather than the school’s board of trustees or leaders, to make final decisions, e.g. hiring or firing of teachers or principals.

In regard to specific areas that are not addressed by this advisory, the Department’s general guidance is for Horace Mann charter schools to be structured in a way that allows for independence from the school district whenever it is possible to do so. Such independence should promote accountability and innovation, while encouraging cooperation and collaboration between a Horace Mann school and other public schools in the district.

Questions & Answers

1. What constitutes school committee and local teacher union approval of a Horace Mann charter?

A Horace Mann charter application must have the approval of the school committee and the local teachers' union of the district in which the school would be located. A statement certifying this approval signed by the School Committee Chairperson and the local teachers' union president must accompany a valid Horace Mann application on the date such applications are due to the Department of Education. A Horace Mann charter application must specify the total annual budget amount the charter school will receive from the local district, as well as what provisions of the district's collective bargaining agreement will apply to teachers in the Horace Mann charter school. Once an application is submitted to the Department, and the Board of Education grants a charter based on the application, a school committee or local teachers' union cannot rescind its approval of said application. A charter may be amended with the approval of the Commissioner of Education, who, according to regulation, "shall consult with the school committee and local teachers' union on amendments that would substantially change the program or governance of a Horace Mann charter school."

2. How much funding per student should Horace Mann schools receive?

Neither the law nor the regulations specify an amount per student that Horace Mann schools must receive. The school's annual appropriation will be an amount agreed upon by the school and the school committee. As previously noted, a Horace Mann charter school should receive an allocation that is consistent with the allocation to other public schools in the district, and it may appeal a disproportionate budget allocation to the Commissioner of Education. The Department encourages Horace Mann charter schools and districts to begin with the average cost per student in the district or in comparable schools in the district, and then deduct appropriate amounts for services that the school will "purchase" from the district. One such service, liability insurance, should be provided by the district for the school and its trustees. Other services could include payroll, special education services, food services, or procurement. Other factors that must be considered, of course, are the salary and benefit requirements, as stipulated in the district's collective bargaining agreement. Districts will be asked to report on their end-of-year report cash payments to Horace Mann charter schools as well as the dollar value of in-kind services provided.

3. How should schools receive/control their funds?

The statute stipulates that a Horace Mann school's budget allocation "shall be available for expenditure by the board of trustees of such school for any lawful purpose without further approval by the superintendent or school committee." (G.L. c. 71, § 89(y)) As a result, Horace Mann charter schools should have direct control of their operating funds. This means districts should transfer a school's budget allocation to an account controlled solely by trustees and officers of the charter school. Horace Mann charter schools must have their own federal taxpayer identification number if they open their own bank account. When or how often operating funds are transferred to a charter school should be determined by the charter school and the school district.

4. By what date should a Horace Mann school submit its annual budget request to the school district?

The regulations dictate that a Horace Mann charter school “shall submit a budget request annually, in accordance with the budget schedule of the local school district and no later than April 1, to the superintendent and school committee of the district in which the charter school is located.” The statute further requires that the school committee act on such budget request in conjunction with its actions on the district’s overall budget. As a result, the superintendent should establish a deadline for receipt of a school’s budget request that is both reasonable and consistent with what is expected of other schools and departments within the district.

5. Should schools apply directly for entitlement and/or competitive grants?

Not in the first year, but each year thereafter. In accordance with the charter school statute, a Horace Mann charter school may apply to the Department directly for federal and state program funds. Such funds may be used for any lawful purpose, consistent with the terms of the grant program, without prior approval from the superintendent or school committee. Grants for which a Horace Mann charter school may be eligible include *entitlement grants* and *competitive grants*. The procedures for these two types of grants differ, as follows.

Current *entitlement/allocation grants* include federally funded programs (Title I, IDEA, Perkins Act, Title VI, Eisenhower, and Safe and Drug-Free Schools), and two state funded programs (Essential Skills and Health Protection). Through the funding formulas specific to each grant program, each school district has an entitlement or allocation based on its count of eligible students in the previous school year.

In the first year that a Horace Mann charter school operates, the entitlement or allocation has already been determined for the school district as a whole, based on the data it submitted for the previous school year. Consequently, in the first year that a Horace Mann charter school is in operation, the entitlement or allocation grant will be made to the school district as a whole. The Horace Mann charter school leader and the superintendent should determine together how the students in the charter school will benefit from the entitlement/ allocation funds awarded to the district.

In the second and subsequent years of a Horace Mann charter school’s operation, the Department will calculate an entitlement/allocation for the school as well as for the district, based on prior year student data. At that point, the Horace Mann charter school may choose either to apply for entitlement/allocation funds itself, or it may assign its entitlement to the school district, and make arrangements with the superintendent so that the charter school students will benefit from the funds. The Department’s booklet, *Grants for Schools: Getting Them and Using Them - A Procedural Manual*, provides the assignment form (Schedule A) as well as additional information about the grants process.

Current *competitive grants* include federal funding programs such as Goals 2000, Even Start, Comprehensive School Reform Demonstration and Technology Challenge grants, and state funding programs such as Gifted and Talented Education, Community Service Learning, and Early Literacy grants. Competitive grant programs do not involve formula-driven allocations to each school district. Consequently, starting in its first year of operation, a Horace Mann charter school has a choice. The charter school may apply to the Department directly for a competitive grant for which it qualifies, and may use the funds for purposes consistent with the grant, without prior approval from the superintendent or school committee. Alternatively, if the district applies for and receives a competitive grant, the charter school may receive grant funds (or services funded through the grant) from the district, as part of its budget allocation.

6. What requirements must Horace Mann schools follow when procuring goods and services?

Because Horace Mann school employees are, for some purposes, employees of municipal entities, and because the schools are funded directly by municipalities, they are by definition subject to the procurement requirements of G.L. c. 30B, the Uniform Procurement Act. Horace Mann charter schools must keep accurate accounts and obtain and file an independent audit for the previous fiscal year on or before January 1 of each year with the Department of Education and the State Auditor. The procurement officer of each Horace Mann charter school must participate in the public purchasing official certification program conducted by the Office of the Inspector General in order to earn a Massachusetts public purchasing official certificate. A Horace Mann charter school may procure goods and services through a district's procurement office.

7. May members of the local school committee serve on the Board of Trustees of a Horace Mann charter school?

No. The charter school statute specifically states that "Horace Mann charter schools shall be operated and managed by a board of trustees independent of the school committees which approve said schools." As a result, school committee members cannot serve as Horace Mann trustees.

8. May the superintendent of schools for the local school district, a principal of a school subject to the control of the local school committee, or a teacher in the local school district serve on the Board of Trustees of a Horace Mann charter school?

Yes. However, the restrictions contained in the Commonwealth's conflict of interest statute, G.L. c. 268A, §§ 4, 6, 17, and 23, may restrict the activities of such individuals and require that they not participate in the consideration of, and decisions on, a number of matters that usually come before a Board of Trustees. For example, among other things, the Commonwealth's conflict of interest statute restricts public employees from participating in any matter in which he or she has a financial interest, from acting as an agent for anyone other than the public employer regarding any matter in which the employer has a direct and substantial interest, and from acting in any manner that would lead a reasonable person to conclude that anyone can improperly influence them. Trustees who are also employees of the school district should seek the advice of the State Ethics Commission and their local counsel regarding these restrictions.

9. May other employees and officials of the municipality in which a Horace Mann charter school is located serve on the Board of Trustees?

Yes, for the most part. As a general matter, other employees and officials of the municipality in which a Horace Mann charter school is located may serve on the Board of Trustees. As with teachers in the local school district who also serve on the Board of Trustees of a Horace Mann charter school, the restrictions contained in G.L. c. 268A, §§ 4, 6, 17, and 23, discussed in response to Question 8, may restrict the activities of such employees and officials. Municipal employees and officials should seek the advice of the State Ethics Commission and their local counsel.

10. May the principal, teachers, and other employees of a Horace Mann charter school serve on the Board of Trustees?

Yes. The participation of employees of a Horace Mann charter school does not compromise the ability of a Board of Trustees to operate and manage a charter school independent of the school committee governing the school district in which the charter school is located. Charter schools, however, should limit the number of employees who also serve as members of its Board of Trustees. If the membership of a Board of Trustees becomes synonymous with the staff of the charter school it operates and manages, it will hinder the Board's ability to operate and manage the charter school effectively. Additionally, the restrictions contained in G.L. c. 268A, §§ 4, 6, 17, and 23, discussed in response to Question 8, may restrict the activities of such employees. Charter school employees should seek the advice of the State Ethics Commission and their local counsel regarding these restrictions.

11. Who employs the staff (principal, teachers, support staff) of a Horace Mann charter school? Who has authority over hiring, evaluation and dismissal of staff at a Horace Mann charter school?

Several provisions of the charter school statute support the view that the board of trustees employs the charter school staff, and has authority over hiring, evaluation and dismissal. First, under G.L. c. 71, § 89 (b), a Horace Mann charter school is "operated and managed by a board of trustees independent of the school committee." The responsibility to "operate and manage" a school generally carries with it authority over hiring, evaluation and dismissal of school staff, especially the principal, to whom a board delegates significant responsibility.

Second, the board of trustees is "considered the public employer for purposes of tort liability" under Chapter 258. (§ 89 (aa)) If the board of trustees is potentially liable for acts or omissions of charter school staff, that must mean the board has control over the hiring, discipline and dismissal of its employees.

Third, the statute requires the charter school application to specify, among other things, "the number and qualifications of teachers and administrators to be employed." (§ 89 (f)(7)) This suggests that the charter school, through its board of trustees, has autonomy over hiring decisions.

The charter school statute, however, does not expressly state that the board of trustees is responsible for hiring, evaluation, discipline and dismissal of charter school staff. Section 89 (aa) specifies that "in the case of a Horace Mann charter school, the school committee of the school district in which the Horace Mann charter school is located shall remain the employer for collective bargaining purposes under chapter 150E." In addition, it is not clear whether the charter school statute was intended to supersede G.L. c. 71, § 59B, under which "the superintendent of a school district shall appoint principals for each public school within the district at levels of compensation determined in accordance with policies established by the school committee."

Section 59B further provides that "principals employed under this section shall be responsible, consistent with district personnel policies and budgetary restrictions and subject to the approval of the superintendent, for hiring all teachers, athletic coaches, instructional or administrative aides and other personnel assigned to the school, and for terminating all such personnel, subject to review and prior approval by the superintendent and subject to the provisions of this chapter."

Finally, the charter school statute, at § 89 (t), provides that G.L. c. 71, §§ 41 and 42 will apply to Horace Mann charter schools. Among other things, §§ 41 and 42 concern professional teacher status, dismissal and arbitration procedures and rights. With respect to dismissal, § 41 states, “Only a superintendent may dismiss a principal,” and “A principal may dismiss or demote any teacher or other person assigned full-time to the school, subject to the review and approval of the superintendent.”

The ambiguities in the charter school statute may be clarified through legislative amendment. Until that happens, it is necessary to reconcile the various provisions of state law in a way that protects statutory rights while enabling the Horace Mann charter schools, through their boards of trustees, to replicate, where possible, the autonomy, innovation and accountability that are central to the Commonwealth charter school model. To that end, we recommend the following approach to employment matters:

- a. Hiring and dismissal of the principal:* The board of trustees should select the principal and set his or her salary. The superintendent must make the appointment and approve the salary. The superintendent shall not unreasonably withhold approval of the appointment. Only the superintendent may dismiss the principal (G.L. c. 71, § 41), but the dismissal should be based on a recommendation by the board of trustees.
- b. Hiring and dismissal of teachers, aides and other personnel assigned exclusively to the school:* The principal of the Horace Mann charter school hires and may dismiss teachers, aides and other personnel assigned exclusively to the school, subject to review by the board of trustees and approval by the superintendent (per § 59B and §§ 41 and 42). The superintendent shall not unreasonably withhold approval. For employees covered by collective bargaining, the provisions of the local collective bargaining agreement(s) will apply to the extent specified in the charter.
- c. Evaluation of the principal, teachers and other school staff:* The board of trustees evaluates the performance of the principal, and the principal evaluates the performance of the teachers and other staff at the school. The performance standards and evaluation procedures are specified by state law (G.L. c. 71, § 38 and 603 CMR 35.00), by the applicable portions of the collective bargaining agreement (for those employees covered by collective bargaining) and by the terms of the charter.

12. Are non-teaching staff required to be members of a union?

Non-teaching staff are required to be members of a union if the position is covered in a collective bargaining agreement with the district. For example, custodial staff in a school district are usually covered by a collective bargaining agreement with the school committee. That agreement remains in effect and covers staff at the charter school. A school district, of course, may negotiate with any bargaining unit for waivers or exemptions for Horace Mann school employees.

13. Must teachers, principals, and other personnel employed at a Horace Mann charter school be certified by the Department of Education?

Yes. Because employees of a Horace Mann charter school are essentially employees of a school district, state law requires them to be certified for their respective positions.

14. Must Horace Mann charter schools be located in district school buildings?

No, the law does not require Horace Mann charter schools to be located in district buildings *per se*, but it does require a Horace Mann charter school to obtain the approval of the local school committee relative to any financial obligation for which the local school district shall become legally obligated. Under G.L. c. 71, § 89(j), a Horace Mann charter school must have the approval of the local school committee before acquiring “real property, from public or private sources, by lease, lease with an option to purchase, or by gift, for use as a school facility.” The approval of the school committee should not be unreasonably withheld. Further, under the law, a Horace Mann charter school must receive a budget allocation consistent with the allocation of other public schools in the district, and should, therefore, be provided with facilities or the funds with which to pay for facilities. As a result, if a Horace Mann charter school is not to be located in an existing district facility, the school committee must share responsibility for finding—and must work with the Horace Mann school’s board of trustees to secure—an adequate facility for the school.

15. May a district spend school building assistance funds on a building occupied by a Horace Mann school? May a Horace Mann charter school occupy a facility built or previously renovated with such funds?

Yes. A district may spend school building assistance funds on buildings occupied by a Horace Mann charter school. A school also may occupy a facility built or previously renovated with school building assistance funds, provided that such use is generally consistent with the district’s application for such funds.

16. Do district rules apply to Horace Mann charter schools?

Only those district rules specified in the charter apply to a Horace Mann charter school. The Board of Trustees is responsible for the educational program and its implementation consistent with the charter, as well as state laws and regulations. For example, a Horace Mann charter school must adopt a student code of conduct, which may be the same as, or different from, the district’s code of conduct. Enrollment in a Horace Mann charter school, as an another example, must be done in accordance with the law and regulations, which stipulate that “charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language or a foreign language, and academic achievement.” (G.L. c. 71, § 89(l))

17. Do district or state testing requirements apply to Horace Mann charter schools?

Horace Mann charter schools must administer all applicable state-mandated tests, such as MCAS. While a charter school is under no obligation to follow district testing requirements, it may find it beneficial in demonstrating the academic progress of its students to continue administering the standardized tests used by the district. Plans for the formal assessment of the academic progress of students should be specified in a charter application.

18. Are Horace Mann charter school students considered to be enrolled in the district?

In many cases, yes, Horace Mann students are considered to be enrolled in the district. Districts, however, should not include these students in their own enrollment reports to the Department of Education. Enrollment data for Horace Mann schools will be reported to the Department directly by each Horace Mann school, as required by law. For calculation of foundation enrollment and foundation budget, the Department will merge the data so that the district will receive full credit for these students.

19. Who grants diplomas to graduating seniors of a Horace Mann charter school: the school or the district?

A Horace Mann charter school should adopt its own graduation requirements, and it may grant its own diplomas to students who meet those requirements. Nothing in the law, however, prevents a district from recognizing a Horace Mann charter school's program for the purpose of granting diplomas to the school's graduates. In such cases, the charter school retains responsibility for the education of its students, but the district may expect the school's graduates to meet district graduation requirements before awarding diplomas to them.

20. In what ways must a Horace Mann charter school be part of a district and in what ways must it be independent?

As described above, there are several significant ways in which the law considers the school to be part of the district, namely: hiring and firing of school personnel, employment for purposes of collective bargaining; school facility; funding; and the dissemination of innovative practices. In other aspects, especially regarding its educational program, the Horace Mann charter school should be functionally distinct from the district. Horace Mann charter schools are expected to collaborate with other public schools in the district and work cooperatively with a superintendent and other district personnel.

VI. Resource Guide for Charter School Founders

This is a brief resource list of organizations, publications and electronic links for those interested in starting a charter school in Massachusetts.

Charter School Resource Centers

Pioneer Institute
Linda Brown, Director
Charter School Resource Center
85 Devonshire Street, 8th Floor
Boston, MA 02109
ph: (617) 723-2277
fax: (617) 723-1880
email: pioneer@pioneerinstitute.org
<http://www.pioneerinstitute.org>
(serves as a resource center for Massachusetts charter school founders)

School Design Models

Accelerated Schools
Rosalie Whitlock
Stanford University
109 Ceras Street
Stanford, CA 94305-3084
ph: (415) 725-1676
fax: (415) 725-1675
email: <http://www.stanford.edu/group/ASP/>
(provides information on the Accelerated Schools education model which places emphasis on "at-risk" children; also conduct research on the effectiveness of their model)

Association of Waldorf Schools of North America
David Alsop, chair
3911 Bannister Road
Fair Oaks, CA 95628
ph: (916) 961-0927
fax: (916) 961-0715
email: awsna@igc.apc.org
<http://www.steinercollege.org/waldorf/>
(provides training and literature on Rudolph Steiner and Waldorf education)

ATLAS Communities
Education Development Center
Linda Gerstle, Project Director
55 Chapel Street
Newton, MA 02158-1060
ph: (617) 969-7100
fax: (617) 969-3440
email: Linda_Gerstle@bbs.edc.org
<http://www.edc.org/FSC/ATLAS>
(A New American Schools Design Team - provides information on the ATLAS whole-school change model)

Audrey Cohen College
Janith Jordan, Vice President
75 Varick Street
New York, NY 10004
ph: (212) 343-1234 (ext. 3400)
fax: (212) 343-8471
email: JanithJ@aol.com
[http:// www.naschools.org/schools-p-centered.html](http://www.naschools.org/schools-p-centered.html)
(provides information on the Audrey Cohen College method of purpose learning)

Center for the Advancement of Ethics and Character
Dr. Kevin Ryan, Director
Boston University
605 Commonwealth Avenue
Boston, MA 02215
ph: (617) 353-3262
fax: (617) 353-3924
email: kryan@bu.edu
<http://education.bu.edu/charactered/>
(provides professional development and general information on character education)

Coalition of Essential Schools
Amy Gerstein, Executive Director
1814 Franklin St., Suite 700
Oakland, CA 94612
ph: (510) 433-1451
fax: (510) 433-1455
www.essentialschools.org
(provides information to schools and school systems on the Ten Common Principles developed by TheodoreSizer)

Community Learning Centers
Designs for Learning
Wayne Jennings
1355 Pierce Butler, Suite 100
St. Paul, MN 55104
ph: (612) 645-0200
fax: (612) 645-0240
(A New American Schools Design Team - provides information on the Designs for Learning whole -school change model)

Co-NECT Schools
BBN School Restructuring Services
Bruce Goldberg, Project Director
70 Fawcett Street
Cambridge, MA 02138
ph: (617) 873-3069
fax: (617) 873-2455
email: info@co-nect.bbn.com
<http://co-nect.bbn.com>
(A New American Schools Design Team - provides information on the Co-NECT method of multi-level cluster learning)

CORE Knowledge

Core Knowledge Foundation

Constance Jones, Director of School Programs

2012-B Morton Drive

Charlottesville, VA 22903

ph: (800) 238-3233

fax: (804) 977-0021

email: jonescore@aol.com

<http://www.coreknowledge.org>

(provides information on the CORE model, which asserts that specific content guidelines are necessary for a solid educational foundation to be developed)

Expeditionary Learning Outward Bound

Meg Campbell, Director

122 Mount Auburn Street

Cambridge, MA 02138

ph: (617) 576-1260 ex 16

fax: (617) 576-1340

email: info@elob.ci.net

<http://hugse1.harvard.edu/~elob/elobpage.htm>

(A New American Schools Design Team - provides information on the ELOB method which places importance in Outward Bound experience)

International Baccalaureate

David Ogden, School Services Manager

200 Madison Avenue, Suite 2007

New York, NY 10016

ph: (212) 696-4464

fax: (212) 889-9242

(provides information on the International Baccalaureate method)

Modern Red Schoolhouse Institute

Sally Kilgore, Director

208 23rd Avenue North

Nashville, TN 37203

ph: (615) 320-8804 / (888) ASK-MRSH

fax: (615) 320-5366

email: <http://www.mrsh.org>

(A New American Schools Design Team - provides information on the MRSH standards and whole -school change model)

Montessori Foundation Center

Timothy Seldin, President

901 North Pitt Street

Alexandria, Virginia 22314

ph: (703) 299-0330

fax: (703) 299-0360

email: TimSeldin@aol.com

<http://www.montessori.org>

(provides literature and training on Montessori education)

National Paideia Center
Terry Roberts, Executive Director
University of North Carolina at Chapel Hill
Campus Box #8045
Chapel Hill, NC 27599
ph: (919) 962-7380
fax: (919) 962-7381
email: npc@unc.edu
<http://www.unc.edu/depts/ed/cel-paideia.html>
(provides literature on the Paideia model)

New American Schools
Mary Ann Schmitt, Director of Communications
100 Wilson Blvd, Suite 2710
Arlington, VA 22209
ph: (703) 908-9500
fax: (703) 908-0622
email: info@nasdc.org
(provides information on the seven New American Schools design teams)

Roots and Wings/ Success for All
Center for Social Organization of Schools
Robert Slavin, Director
Lawrence Dolan, co-director
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
ph: (410) 516-8806
fax: (410) 516-8890
email: rslavin@inet.ed.gov
<http://www.successforall.com>
(A New American Schools Design Team - provides information on the Roots/Wings model which places emphasis on developing a strong foundation for success)

Information Resources

California Center for School Restructuring
Steve Jubb/ Maggie Szabo
101 Twin Dolphin Drive
Redwood City, CA 94065
ph: (415) 802-5340

Center for Policy Studies
Ted Kolderie
59 West Fourth Street
Saint Paul, MN 55102
ph: (612) 224-9703
(serve as a resource center for charter schools in Minnesota and nationally)

Comer School Development Program
Dr. James Comer
Yale Child Studies Center
230 South Frontage Road, PO Box 207900
New Haven, CT 06520-7900
ph: (203)785-2548
fax: (203)785-3359

Education Commission of the States
707 Seventeenth Street, Suite 2700
Denver, CO 80202
ph: (303) 299-3600 email: ecs@ecs.org
fax: (303) 296-8332 <http://www.ecs.org>
(provides information nationally on model education programs for charter schools)

Harvard Project on Schooling and Children
Katherine Merseth, Director
126 Mount Auburn Street
Cambridge, MA 02138
ph: (617) 496-3785
fax: (617) 495-1994
(serves as a research and resource center for educational entrepreneurs)

Hudson Institute
Bruno Manno, Senior Fellow
1015 18th Street, NW
Washington D.C. 20036
ph: (202) 223--5450
fax: (202) 223-9226
email: bvmanno@aol.com
<http://www.hudson.org>
(has conducted a national study on charter schools as well as engages in research and commentary on public policy)

Institute for Responsive Education (IRE)
Abbie Weis, Principal Investigator
Northeastern University
50 Nightingale Hall
Boston, MA 02115
ph: (617) 373-2595
fax: (617) 373-8924
email: ire_publications@links.neu.edu
(conducts research on charter schools as part of a national study)

Massachusetts Department of Education
350 Main Street
Malden, MA 02148
ph: (781) 388-3300
fax: (781) 388-3392
<http://www.doe.mass.edu>
(provides extensive information on Massachusetts school issues)

Massachusetts Teachers Association
Director of the Committee for the Advancement of Public Education (CAPE)
20 Ashburton Place
Boston, MA 02108
617-742-7950

National Alliance on Restructuring Education
Judy Coddling, Director
700 Eleventh Street NW, Suite 750
Washington D.C. 20001
ph: (202) 783-3668
fax: (202) 783-3672
email: nareinfo@ncee.org
<http://www.ncee.org/>
(provide information on NARE design as well as their Certification of Initial Mastery)

New Standards Project
Marc Tucker, Director
National Center on Research and the Economy
700 Eleventh Street, NW, Suite 750
Washington D.C. 20001
ph: (202) 783-3668.
fax: (202) 783-3672
(a national grassroots partnership that is adopting a set of national education standards and developing a new way to measure student progress toward those standards)

RAND Corporation
Sue Bodilly
1333 H Street, NW
Washington D.C. 20005
ph: (202) 296-5000 ex: 5377
fax: (202) 296-7960
email: Susan_Bodilly@rand.org
<http://www.rand.org>
(conduct a national studies on education reform and have produced helpful publications on charter schools)

United States Department of Education
Alex Medler
Public Charter Schools Program
U.S. Department of Education
Portals, Room 4500
600 Independence Avenue, S.W.
Washington, D.C. 20202-6140
ph: (202) 205-9786

Publications

Hands-on Guides

Charter School Development Guide: 1997 California Edition, by Erik Premack. Published by author, Sacramento, California, 1997.

For copies: call (415) 278-4600 or eric_premack@calstate.edu

If the Shoe Fits, by Bryan and Emily Hassel for Charter Friends National Network. Published by Charter Friends National Network, St. Paul, MN, 1998.

For copies: call (612) 644-5270 or <http://www.charterfriends.org>

Making Matches that Make Sense, by Bryan and Emily Hassel for Charter Friends National Network. Published by Charter Friends National Network, St. Paul, MN, 1998.

For copies: call (612) 644-5270 or <http://www.charterfriends.org>

Massachusetts Charter School Handbook, by Pioneer Institute for Public Policy Research. Published by Pioneer Institute, Boston, MA, 1997.

For copies: call (617) 723-2277 or <http://pioneerinstitute.org/csrc/tabcon.html>

So You Want To Start a Charter School, by Dean Millot. Published by RAND Corporation, Washington, D.C., 1996.

For copies: call RAND at (202) 296-5000

Reference

School Reform; Lessons from England, by Kathryn Stearns, foreword by Ernest L. Boyer. Published by Jossey-Bass, Carnegie Foundation for the Advancement of Teaching, Princeton, NJ, 1996.

For copies: call 1-800-956-7739

A Study of Charter Schools, First-year report 1997, US DOE-OERI, RPP.

For copies: available on the web:

<http://carei.coled.umn.edu/Charterschools/NatChrtr.html>

<http://www.ed.gov/pubs/charters>

Charter Schools as Seen by Those Who Know Them Best: Students, Teachers, and Parents, by Gregg Vanourek, Bruno V. Manno, Chester E. Finn, Jr., and Louann A. Bierlein. Published by Hudson Institute, Washington, D.C., 1997

For copies: call 1-800-HUDSON-0, or on the web: <http://www.edexcellence.net>

New Schools for a New Century: The Redesign of Urban Education, Edited by Diane Ravitch and Joseph P. Viteritti. Published by Yale University Press, New Haven, Conn., 1997.

Charter Schools: Creating Hope and Opportunity for American Education, by Joe Nathan. Published by Jossey-Bass Education Series, San Francisco, California, 1996.

For copies: 1-800-956-7739

Freedom and Innovation in California's Charter Schools, by Ronald G. Corwin and John F. Flaherty. Published by Southwest Regional Laboratory, 1995.

For copies: http://www.wested.org/policy/pb_free.htm

Charter Schools In Action, by Chester E. Finn, Bruno Manno, and Louann Bierlein. Published by Hudson Institute, Washington, D.C., 1996.

For copies: call 1-800-HUDSON-0

Supplying a System of Charter Schools: Observations on Early Implementations of the Massachusetts Statute, Dean Millot. Published by RAND Corporation, Washington, D.C., 1997.

For copies: call RAND at (202) 296-5000

Minnesota Charter Schools: A Research Report "Problems Charter Schools are Experiencing.", by Minnesota House of Representatives. Published by Minnesota House of Representatives Research Department, St. Paul, MN, 1994.

The Special Educator, "Charter Schools and Special Education Law." Published by LRP Publications, Horsham, PA, 1996.

For copies: call LRP Publications at 1-800-341-7874 (ext. 275)

Starting From Scratch: Political and Organizational Challenges Facing Charter Schools, by Loveless and Jasin. Published by Research Programs, John F. Kennedy School of Government, Harvard University, Cambridge, Massachusetts, 1996.

In Defense of the Charter School Movement, by Jeanne Allen. Published by the Center for Education Reform, Washington D.C. 1996.

For copies: <http://www.edreform.com/oped/edweek.htm>

Making Charter Schools Work, by Paul Berman, Linda Diamond, and Eric Premack of The Charter School Project. Published by the Institute For Policy Analysis and Research Berkeley, CA, 1994.

A Choice for Our Children: Curing the Crises in American Schools, by Alan Bonsteel, Carlos A. Bonilla. Published by ICS Press, San Francisco, California, 1997.

Internet Links

<http://www.charterschools.org>
(link to hundreds of varying sites)

<http://www.charterfriends.org>
(network that connects and supports state-level charter school initiatives)

<http://edreform.com>
(Center for Education Reform homepage, with links to various articles and sites)

<http://www.ed.gov/pubs/charter>
(A Study of Charter Schools: a first year report, May 1997)

<http://www.csus.edu/ier/charter.html>
(Institute for Education Reform homepage, with links to various publications)

<http://csr.syr.edu/>
(Charter School Research site of Syracuse University)

<http://www.cde.state.co.us/charter.html>

(information from the Colorado Department of Education about the Charter School movement in Colorado)

<http://doe.mass.edu/cs.www/cs.info.html>

(information from the Massachusetts Department of Education about the Charter School movement in Massachusetts)

<http://carei.coled.umn.edu/charterschools/NatChrtr.html>

(National Charter School Study homepage with links to articles and sites)

<http://ecs.org>

(Education Commission of the States homepage, with links to numerous publications and design method summaries)

www.edexcellence.net

(Thomas B. Fordham Foundation and Hudson Institute's education site with links to various articles and related sites)

www.uscharterschools.org

(National Charter Technical Assistance web site)

America On-Line Charter Schools Forum.

keyword: "charter"

Massachusetts Department of Education

Most of your questions about the charter school application process and the charter school law and regulations can be answered by calling (781) 727-0075, or by writing to the Department of Education, Boston Office, One Ashburton Place, Room 1403, Boston, Massachusetts, 02108.

However, if you have specific questions regarding the following areas, please call the main number for the Department of Education, (781) 388-3300 at the following extensions:

State Testing Program: ext. 327

Special Education: ext. 412

Curriculum Frameworks: ext. 858

Time & Learning: ext. 457

